U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12OK5

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☑ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mrs. Jolyn Rose

Official School Name: Hulbert Elementary School

School Mailing Address: 316 Rider Lane
P.O. Box 188
Hulbert, OK 74441-0000

County: 11 State School Code Number*: I016

Telephone: (918) 772-2501 E-mail: jrose@hulbertriders.com

Fax: (918) 772-2766 Web site/URL: www.hulbertriders.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. David Wilkins Ed.D. Superintendent e-mail: dwilkins@hulbertriders.com

District Name: Hulbert Public Schools District Phone: (918) 772-2501

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Rick Gassaway

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12OK5

All data are the most recent year available.

DISTRICT

1. Number of schools in the district (per district designation):
   - 1 Elementary schools (includes K-8)
   - 1 Middle/Junior high schools
   - 1 High schools
   - 0 K-12 schools
   - 3 Total schools in district
2. District per-pupil expenditure: 7390

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area

4. Number of years the principal has been in her/his position at this school: 3

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	21	19	40		6	21	16	37
K	17	18	35		7	0	0	0
1	17	26	43		8	0	0	0
2	24	12	36		9	0	0	0
3	15	22	37		10	0	0	0
4	20	22	42		11	0	0	0
5	25	28	53		12	0	0	0
					Total in Applying School:			323

6. Racial/ethnic composition of the school:

56 %	American Indian or Alaska Native
0 %	Asian
1 %	Black or African American
7 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
32 %	White
4 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 20%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2010 until the end of the school year.	31
(2)	Number of students who transferred ***from*** the school after October 1, 2010 until the end of the school year.	33
(3)	Total of all transferred students [sum of rows (1) and (2)].	64
(4)	Total number of students in the school as of October 1, 2010	323
(5)	Total transferred students in row (3) divided by total students in row (4).	0.20
(6)	Amount in row (5) multiplied by 100.	20

8. Percent of English Language Learners in the school: 5%

Total number of ELL students in the school: 16

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 85%

Total number of students who qualify: 274

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%

Total number of students served: 36

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1	Autism	0	Orthopedic Impairment
0	Deafness	3	Other Health Impaired
0	Deaf-Blindness	15	Specific Learning Disability
0	Emotional Disturbance	5	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
2	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	10	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	16	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	5	1
Paraprofessionals	9	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	3	0
Total number	35	1

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	97%	97%	94%	93%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other	_____%
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☉ No

○ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Hulbert Elementary boasts 322 students that are full of potential and 22 Certified Educators and 9 Support Personnel that are dedicated to those students' academic and social success. The school's strengths are the people that make up the school, from students who know they are little possibilities of greatness to teachers who foster, nurture, and expect their students to reach greatness to support personnel that go above and beyond what is asked of them.

Hulbert Elementary is committed to providing all students with a quality education which includes the acquisition of both academic and social skills. Hulbert Elementary will provide the opportunity and environment for students to fully develop their skills and abilities so that each student has the requisite choices for life beyond high school.

Hulbert Elementary is a Great Expectations Scholarship School. This entails the faculty and staff becoming entrenched in the Great Expectations Methodology. We have been given three years to complete the requirements and are closing in on our first year. Six faculty members have gone through the methodology training and have shared with other faculty the 17 GE Classroom Practices. Because of Great Expectations, students recite daily the Hulbert Elementary School's Creed:

- I am a career bound student at Hulbert Elementary.
- I BELIEVE I am a capable and dependable student, full of possibilities and potential. There is no limit to what I can achieve.
- I BELIEVE I must start today to prepare for my future by seizing every opportunity to learn. I will work hard, use my time wisely, and will be responsible for my own actions.
- I BELIEVE this is my time and my place. I will use each day to the fullest. I promise that each day will be gained, not lost, used, not thrown away.
- I BELIEVE the choices I make today affect what I will have, what I will be, and what I will do in the future.
- I have a brilliant brain and I can learn.
- I know my teacher loves me and believes in me.
- I will succeed!

The Principal has challenged the students to read 8,000, 10,000, and 11,000 books in a span of four months respectively the past three years. Students have surpassed the challenge all three years. The past two years academic scores have climbed due to an extensive examination of the state's Priority Academic Student Skills and teacher's re-evaluation of how those skills are taught in a specific timeline and by using data from benchmarks to determine the skills mastered by students and those skills that need to be re-taught.

The after-school program is also an important cog on the wheel of success and is an extension of the school day. Students are engaged with lessons on, below, and above their grade level. Learning character traits and participating with students above and below their grade level provides tolerance and understanding of individual uniqueness. Tutoring for students is available and homework scores also increased for students enrolled in the program.

The town of Hulbert is located in a small rural district near the capital of the Cherokee Nation in northeast Oklahoma. The population of the town is near 750 in city limits, with 2,700 in the surrounding community, with 15% of adults 25+ having a college degree, 58% having a HS diploma, and 27% having

less than a 12th grade education. Because of the location of the school the American Indian population is 63%, however, these students might not be recognized as such by others or themselves.

Hulbert Elementary is on the East side of the school campus in four separate buildings. The Lower Elementary, Pre-K and Kindergarten, are housed in two portable, temporary buildings that have been in place for eighteen years, a metal building houses the 5th and 6th grades, while the main brick structure accommodates the 1st through 4th grades. The Junior High and High School are located in one long brick structure on the West side of the small campus. The original wood framed gym burned in 1957 and was not rebuilt until 1963. Bond issues have never passed in this school district.

The population of the Elementary is 322, with 67% of students qualifying for free and reduced meals under Provision III. There are two self-contained classes for every grade level with only the 5th and 6th grades having more than one teacher (students have one teacher for Math, Science, and Social Studies, and another for English and Reading).

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Data trends from Hulbert Elementary show many variances over the past five years. The data shows a sharp decrease in the 2008-2009 school year. This same information is reflected in most districts across the state and is attributed to the reformatting of the state criterion referenced assessments. Because of this reformatting of the assessments, the data needs to be analyzed in two different sections. The first portion that needs to be discussed is the 06-07 and 07-08 school years. The data reflects that reading instruction in 3rd grade was not differentiated. These teachers taught each group of students the same each year and the responsibility of student success fell on the student. This same data shows that grades 4 through 6 improved from year 1 to year 2. These teachers incorporated a variety of teaching techniques to ensure success for their students. The math scores from these two years reflect similar trends as the reading scores with 2 grades showing an increase and 2 grades showing a decrease in achievement.

The second set of data to be discussed comes from school years 2008-2009 through 2010-2011. School year 2008-2009 shows a sharp decrease in achievement level in all tested areas. As mentioned before, at least a portion of this drop can be attributed to the reformatting of the state test and a change in the cut scores for each performance level. During the 2009-2010 school year, the current administration used the data from the 2008-2009 test scores to formulate a plan to increase performance for all students. The first step in this plan was to present the data to all teachers. Many of the teachers in this facility were not aware that the test scores were as dismal as they were. This initial presentation of data was both shocking and enlightening to the faculty. Many of the teachers immediately claimed ownership for the scores and showed a desired to improve. The next step was for all teachers to begin the process of assembling a vertically aligned curriculum guide that was aligned with state standards. The teachers produced this curriculum guide with their goals for student achievement, state mandated objectives with a timeline that reflected the current blueprint for each tested area, weekly lesson plans, and benchmark tests to determine skills mastered and needed remediation. This curriculum guide was developed in a collaborative manner between among the teachers with input and guidance from the building principal. Upon completion of the curriculum guide and an understanding of the problem, teachers began to incorporate and follow the developed curriculum guide. During this implementation period, the building principal worked very diligently to hold each teacher responsible for his/her classroom and subject areas. This was accomplished through weekly walkthroughs and a constant evaluation of the curriculum taught and teacher performance throughout the school year.

The process of using the developed curriculum guide and new teacher accountability provided an increase in five of the eight tested areas. These five improved tested areas produced an average of a 25% gain. These results demonstrated that the methods used were effective.
These proven methods were employed the following school year (2010-2011) and were once again proven effective. During the 2010-2011 school year, scores in seven of the eight tested areas increased by an average of fifteen percent.

2. Using Assessment Results:

Hulbert Public Schools has found the use of assessment data to be in integral part of curriculum development, teacher effectiveness, and student achievement. Assessment data is gathered from several areas by the classroom teachers and school administration. Broad spectrum data is gathered by teachers each year through the use of formal state mandated assessments. This data is reviewed by each teacher and administrator to analyze the effectiveness of each teacher and program at the end of each school year. This data not only shows the effectiveness of the school and of each individual teacher, it also allows the teachers to make adjustments to their curriculum. The data may also reveal personnel issues that may need to be addressed by school administrators.

Although this yearly data is effective for broad spectrum curriculum and personnel changes, the scarcity of the data is problematic. The solution to this problem has come in the form of scheduled benchmark tests that have been develop by each grade level and teacher to provide a formal avenue of feedback on the progress of each student. This information is gathered by the teachers every six to nine weeks. The results of these benchmark tests offer a more frequent avenue to monitor progress so that each teacher can adjust the curriculum to better match the pacing and academic shortcomings of each student. Teachers will use this data not only as a way to monitor the progress of each student, but also as a prescriptive device to better inform the educator as to the needs of the students. After analyzing the testing results, the teachers are better equipped to provide tutoring or remediation for students that are not making progress as they should.

Assessments also come in the form of informal observations. Teacher will constantly monitor and adjust their curriculum based on the constant changing needs of their students. This consistent monitoring allows the curriculum and instructional methods to remain fluid.

Ongoing assessments also offer a reference for the teachers in conversations with parents regarding each individual student. Early in the year, teachers are able to set expectations for the students and convey those expectations to parents. These early conversations not only provide forthcoming goals and objectives to the parents, but also begins the conversations between the school and the community stakeholders. This dialogue shows parents exactly what the teachers are expecting for the students to learn and also shows the level at which each student should be performing. As the school year progresses, the teachers then are able to maintain the connection between the school and the parents by offering ongoing updates of student achievement.

The community is also kept abreast of the achievement of the students through quarterly reports given to the school board at regularly scheduled school board meetings. These updates provide opportunity for the public to be informed of the progress of the school and the continual improvement that is occurring. Also, this public reporting of assessment and assessment progress offers a level of accountability for administrators and teachers.

3. Sharing Lessons Learned:

Collaboration, the sharing of ideas and working together, is a basic and ongoing philosophy among our teachers and staff. For example, we have realigned our class schedules to allow our educators to work and plan with others to develop strategies, plans, and projects that will allow each student to raise to his/her best potential. We are also sharing ideas and knowledge with other teachers outside our district by visiting other schools, recognized for their ongoing efforts in excellence, and interacting with teachers and administrators on ideas that work.

Now our teachers are actively seeking out and developing training and experiences that translate into meaningful skills and ideas for our students. For example, our librarian and reading specialist received an Oklahoma Fund for Teachers grant to explore children's literature sites in Rome, Paris, London and New York City. They recently shared with other teachers and administrators across the state at Encyclo-media (the state's education conference) how their horizons had broadened and what they were doing with the knowledge found and the experiences they had. This included the accumulation and sharing of artifacts or culture boxes, planning a year-long reading campaign, developing lesson plans that revolve around book titles explored in the grant and information for teachers about grants that are available for teachers to enrich their teaching skills through traveling. Our district sent more teachers than before to this conference and we are excited at the knowledge, ideas, networking and projects that will be used in the future as well as future presentations and sharing of information that will happen.

Our librarian also conducted a day-long collaboration workshop for approximately twenty-five teachers and administrators from another school district. Using material, knowledge and experiences from her educational study tours, she worked with this group to focus on collaborating both vertically and horizontally in their district as well as sharing with them examples of lesson plans, information about

possible travel grants, online resources, and starting a culture box resource collection. Our librarian also submitted several lesson plans to the Confucius Institute, established at University of Oklahoma, to be made available to teachers online. Finally, currently, we are in the planning stage of developing a library webpage with a section of resources for teachers, parents, and community members that can be used and shared.

4. Engaging Families and Communities:

A school's success depends greatly on engaging students' families and community members in the educational process. The administration and faculty of Hulbert Elementary fully embrace this concept and have made a concentrated effort to use a variety of strategies to gain the support of families and community members in ensuring students' success. These efforts begin in our early childhood classrooms, continue through our upper elementary grades, and then branch out to embrace our supportive community members.

Early childhood teachers at Hulbert Elementary rely on family support and communication to enhance their curriculum. This is accomplished through the use of reading logs, RED (Read Every Day) folders, and a unique HORSE (Happily Organized Ready Students Everyday) family communication tool. The HORSE tool was selected because the school mascot is the Rider and the HORSE carries communication between home and school. This tool contains a daily parent communication form, homework log, speller's choice games, math flash cards, and a pocket for permission slips. These methods have been beneficial in encouraging parental involvement on a daily basis.

Recently Hulbert Elementary parents have been provided many opportunities to use technology to stay in touch with their students' progress and events that are occurring at school. An online grade book allows parents access to daily assignments, scores, grades, and eligibility status. A new school website provides links to a school calendar, events, and teacher e-mails. In addition, a school Facebook page has been created to provide updates on the many positive happenings at Hulbert Elementary.

A semi-annual event that creates an air of excitement and support from families is our Scholastic Book Fair. Daily events during this week include muffins for Moms, doughnuts for Dads, granola bars for Grandparents, and Family Fun Friday. This encourages students to read at home with their family and provides much needed classroom library materials.

Hulbert Elementary is also blessed with two community groups that support our school. Kidz Konnect and ROHC (Reaching Our Hulbert Community) are greatly involved in providing for our students and staff. They host a Back to School Bash which provide school supplies, haircuts, and a meal for families. They serve meals to our staff during conferences and invite parents to become involved in their worthwhile organizations. In addition, they give so that our students can have educational assemblies and an end of the year party to celebrate the year's successes!

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Hulbert Elementary's Core Curriculum is designed to instruct Oklahoma's Priority Academic Student Skills. Teachers from Pre-K through the 6th Grades were asked to collaborate with one another and build curriculum guides with goals, PASS objectives, criterion-referenced blueprint timelines, weekly lessons and benchmarks. This year, the teachers have begun to incorporate the Common Core Standards into this curriculum guide so that the transition will be smoother for the students.

Using individualized teacher instruction each student is given modified instruction appropriate to their level of achievement. For example, during the daily literacy centers the teacher will pull back leveled reading groups to the teacher table. Each child will read a leveled reader appropriate for their reading ability. The reading will include high frequency words and high vocabulary. Using a NEO 2 or lap top computer, the students will take an accelerated reader test to assess comprehension.

Teachers have made many efforts to improve mathematic skills of all students. Implementing morning meetings, math centers, Accelerated Math, and NEO2s have increased students' mastery of skills and also resulted in better retention. Many of the classrooms have morning meetings. During morning meeting, various math skills are reviewed. Math centers are another effort teachers make to improve math skills. Math centers provide hands-on learning experiences which review math skills which have already been taught. The skills presented in centers change from week to week. The areas of greatest difficulty appear most often. Math centers also provide teachers with the opportunity to work one on one with students. Group collaboration in centers provides another source of instruction. Students may explain skills in a way the teacher did not and centers may reach students in a way the teacher was not able to.

Teachers allow students to apply methods by using hands-on activities that use the steps of the scientific method as well as using measuring tools and technology to enhance the lessons. Students also work in groups and partnerships that promote social propriety for skills they will need and use beyond high school. Students must work together to observe, collect, manipulate and analyze data, as well as evaluate and interpret results. Students are given an opportunity to construct and display a science fair project in which they will use the skills that they have been taught.

Teachers prepare students for society by incorporating citizenship responsibilities into the Social Studies curriculum. Students participate in government by holding mock elections. They come to realize and understand the importance of being knowledgeable about their world during current events. Teachers look for understanding, empathy, and patriotism when students host an assembly on Veteran's Day. Along with the objectives of teaching Oklahoma History, American History, World History, US and World Geography, teachers take students to new heights of learning so that they will continue on a path of understanding the world around them.

In a time of monetary shortfalls for education let alone the arts, Hulbert Elementary provides music to every student. Music is incorporated into everyday class time when students are in centers or learning to perform for assemblies. Special programs include: Christmas program, that highlight student in grades Pre-K through 2nd Grade, the Veteran's Day, Read Across America Day, Kindergarten Graduation and the 6th Grade Promotion.

Physical Education is an important part of our students' lives. Research has shown that healthy students grasp concepts at a more advanced rate than students that are not active. PE is offered to all grades for 50 minutes every day, and recently the school received a Carol M. White PEP Grant to enhance they physical activity of our students in the classroom, as well as, outside of the school setting.

Technology is a very big part of the world and Hulbert Elementary realizes that their students must be exposed to new technologies as they are available. Teachers utilize Smart Boards, NEO2s, and Netbooks in all classes. Students also have 25 minutes daily in the computer lab and work to receive free internet privileges on Fridays. Technology is certainly used to enhance the curriculum and further advance the students' knowledge of the world that they live in.

Unique curriculum taught at Hulbert Elementary is our Cherokee Heritage and Culture Class offered to students in the JOM Program. Because we have a high number of Native American students enrolled, the importance of knowing their heritage, culture, and language is vital to their understanding of who they are and where they came from.

2. Reading/English:

Our school's goal is to encourage students to become life long readers. We want our students to enjoy reading. Our purpose is to develop students' reading abilities so each child will be able to comprehend selected text and choose to read a wide variety of genres for information and enjoyment.

Our school's pre-kindergarten through sixth grade instructional method is explicit, systematic instruction with data driven intervention using the Harcourt reading series. This series was selected because of the extensive resources and thoroughness of strategies and skills. Resources provided for differentiated instruction include leveled readers, interactive Smart Board lessons, supplemental computer programs(Splash Phonics), online comprehension assessment and decodable books. Our school's reading instruction includes schoolwide academic and robust vocabulary, teacher modeling with think alouds, anthologies for comprehension, shared reading(big books), partner reading, reader's theater, focused skills, comprehension strategies and genre study.

The students' fundamental reading skills and comprehension are developed through implementation of literacy first assessments/teaching methods, Success Maker(phonics computer program), small group instruction, intervention, mentoring(older students) and parental involvement.

The development of fundamental skills and comprehension is monitored through teacher observation/evaluation, weekly assessments, Success Maker, Star Early Literacy assessments, Star Assessments, and parental communication through reading logs.

The Basic Assessment of Early Reading(BEAR) is administered three times per year to students K-3. This assessment was selected because it is the only one mandated, by the state which focuses on comprehension in all four grades. Children reading below grade level are placed on a Reading Assessment Plan(RAP) developed with the reading specialist, parents, classroom teacher and other resource teachers as appropriate.

Our response to intervention includes tier II and tier III components. Tier II involves additional reading instruction in a small group with intervention readers and A-to-Z resources(Raz Kids-online readers). Tier III includes instruction with the reading specialist. Struggling ELL students receive tutoring from bilingual teaching assistant.

Reading is a priority at our school! Students receive constant encouragement and motivation to read. Students who read Little House on the Prairie books were taken to see a Laura Ingles Wilder performance. Through the Accelerated Reader program, in which students read books and earn points by passing comprehension tests, students are rewarded with trips/parties and the opportunity to be Principal for a Day! Students at our school meet the principal's challenge each year by reading thousands of books therefore they reap the rewards with concerts starring the principal as KISS, RAP and Michal Jackson.

3. Mathematics:

Our school has a well developed mathematics curriculum which helps ensure all objectives are taught and most objectives are mastered by students. Teachers work together. They discuss the strengths and weaknesses of student performance. Teachers consult their colleagues and research activities which will lead to greater mastery of mathematic skills. Teachers also make an effort to teach objectives in different ways to reach all learners. They understand children have varied learning styles and incorporate many types of activities to reach all learners.

Teachers have made many efforts to improve mathematic skills of all students. Implementing morning meetings, math centers, Accelerated Math, and NEO2s have increased students' mastery of skills and also resulted in better retention. Many of the classrooms have morning meetings. During morning meeting, various math skills are reviewed. Math centers are another effort teachers make to improve math skills. Math centers provide hands-on learning experiences which review math skills which have already been taught. The skills presented in centers change from week to week. The areas of greatest difficulty appear most often. Math centers also provide teachers with the opportunity to work one on one with students. Group collaboration in centers provides another source of instruction. Students may explain skills in a way the teacher did not and may reach students in a way the teacher was not able to.

The use of technology is also an important part of our math curriculum. Our school uses SuccessMaker and Accelerated Math. Both of these programs are designed to find each student's academic achievement level and continue to build students' math skills. Therefore, students can work above level, on level, or below level. The software can identify skills the students have not mastered and present them with activities or questions to build their knowledge. Teachers are also able to assign specific lessons and run reports to view student achievement. These lessons can help teachers identify students' specific areas of difficulty and allow them to implement math centers to build the skills. Teachers also have access to NEO2s and SoftSeven. Both of these programs help students learn and recall math facts. The combination of instructional strategies and a well developed math curriculum help teachers reach a wider range of students and provide experiences which make students excited about learning.

4. Additional Curriculum Area:

The goal of science education in our school is to develop in all students a process of thinking which promotes active, comprehensive discovery of their surroundings and universe through objective application of scientific knowledge and skills. This will foster informed decision-making and greater appreciation and enjoyment of life in our rapidly advancing, technological world. Teachers will use a variety of instructional strategies and modalities, especially recognizing the importance of hands-on learning in Science. Instruction will be differentiated so that the needs of learners who take more time than most of their peers to learn science and those who demonstrate understanding in other ways than most of their peers will be successful.

Students who will be able to identify with the field of science in their daily lives while using technology and scientific reasoning skills to solve problems. Students will foster self-concept and personal growth by using a comprehensive and relevant science curriculum that provides a variety of learning and assessment opportunities to address the needs of every student.

Teachers allow students to apply methods by using hands-on activities that use the steps of the scientific method as well as using measuring tools and technology to enhance the lessons. Students also work in groups and partnerships that promote social propriety for skills they will need and use beyond high school. Students must work together to observe, collect, manipulate and analyze date, as well as evaluate and interpret results. Students are given an opportunity to construct and display a science fair project in which they will use the skills that they have been taught.

As classroom teachers, we recognize the need to have practical ideas and activities available to guide students in constructing the knowledge, skills and understandings needed to meet the standards. We want to make learning science easier for students, and we want to equip them for the future.

5. Instructional Methods:

Our school provides and differentiates instruction to meet the diverse needs of students through individualized teacher instruction, leveled literacy centers, level adjusting computer software, and ongoing assessment and advancement.

Using individualized teacher instruction each student is given modified instruction appropriate to their level of achievement. For example, during the daily literacy centers the teacher will pull back leveled reading groups to the teacher table. Each child will read a leveled reader appropriate for their reading ability. The reading will include high frequency words and high vocabulary. Using a NEO 2 or lap top computer, the students will take an accelerated reader test to assess comprehension.

Another element of using individualized teacher instruction is working with students on specific skills including phonics, high frequency words and writing techniques. For example, using the information gathered using assessments (Literacy First, Star Literacy, etc.) the teacher will pull back students and work on skills they may be struggling with. For easy organization, use an index card for each student and list the skills that student needs to be working on. As the teacher pulls back students and works on these skills, ongoing assessment is noted and advancement is achieved.

Leveled literacy centers meet the diverse needs of student subgroups by providing student choice and student paced learning. For example, during the reading center the student will use their book box filled with self selected good fit books to read at their own pace and on their own level. The writing center will allow each student to work on their own level and guarantee success for the lowest to highest level learner in class. A writing skill is introduced (expository, instructional, personal narrative, friendly letter etc.) and students will write and be assessed based on their writing ability.

Technology, including level adjusting software, NEO computer, smart board, and accelerated math allows differentiation for all levels of learner. For example, the software Success Maker continually assesses student progress and provides challenging, yet appropriate lessons for each student. One student may be working on a fourth grade level in reading while another may be working on a first grade level all within one class. Similarly the NEO 2 devices, used for accelerated reading, writing and math facts in a flash, self adjust to meet the different learning levels of all students.

Assessment and advancement are elements common to all the above mentioned instructional procedures and allows each student to be individually advanced as skills are mastered, while allowing others the time they need to master the required skills.

6. Professional Development:

All professional development in our school system centers on making teachers the best they can be so they are able to offer the absolute best education possible for each one of our students. Teachers are not required or allowed to attend professional development that is not student centered in nature. Any training that is attended or utilized works to enhance the learning experience of the students.

The schools professional development program operates on a 3-tier system. The first level of professional development is training that assembled at the district level. This training is for all employees and will address a broad spectrum of topics including current trends in technology, curriculum development, student assessment, etc. This training is developed from perceived problems that are being faced in the district as a whole.

The second level of professional development is based on observations made by each building principal regarding the effectiveness of the individual classroom teacher. This training will be more specific to each teacher and is based on both formal and informal observations by the administrator. This training is also generally more specific in range and topic. This training is meant to perfect each teacher's abilities as a teacher and will work to pinpoint and eliminate smaller areas in the individual teacher's classroom technique. As the administrator becomes aware of a problem in the teachers abilities, the administrator seeks out a method to provide the professional development for that teacher. This training may come in the form of visiting another school, doing an online training module, or simply sitting and discussing the perceived problem with colleagues in a formal setting. After the training is completed, the principal will then monitor the teacher to ensure the newly acquired techniques are being implemented.

The final level of professional development is training that is actively sought by the classroom teacher. Often times, our teachers feel that they are lacking in some area or simply wanting to improve in an area in their classroom. The district works diligently to supply needed resources for teachers that are wishing to improve their classroom abilities.

7. School Leadership:

However it gets done, discovering what is meaningful to a person, group, or school is the first essential work of leadership. It is discovered by working together, thinking together, conversing together-with curiosity, patience, and the expectation of diverse stories. Through this process of exploring diverse interpretations, the discovery of a unifying center or energy will make the work of change possible. The school will then begin to recognize that there is a sufficient amount of shared interests that make it a system, a system that produces students that experience successes and are college or career ready.

Learning leaders must portray confidence that active problem solving leads to learning and set an appropriate example for other members of the school. The process of learning must ultimately be made part of the culture, not any given solution to any given problem. If the principal provides all the answers, they are creating a culture that will inevitably take a moralistic position in regard to reality and truth. Teachers encounter the sometimes mysterious phenomenon that different classes behave completely differently from each other even though the material and teaching style remain the same. Therefore, a coaching structure of leadership is imperative to the achievement of goals set by the school.

The principal's role is to get their school to become more effective in the face of severe environmental pressures and to understand the dynamics of the culture of the school. If the school's survival is threatened because elements of its culture have become maladapted, it is ultimately the function of the principal to recognize and do something about the situation.

The Superintendent and School Board Members ensure policies that are adopted maintain high academic focus. Some examples are that our school requires more credits to graduate than is state mandated and our absentee policy stresses the importance of being in school, allowing only 10 absences, unexcused or excused. The Principal is one of two Co-Directors of the After-School/Tutoring program which offers students the opportunity to receive one-on-one assistance with homework and other skills not mastered, while providing a safe environment for students that would be left unattended. School Faculty work to maintain ongoing communication with parents so that relationships are formed to better students' academic success. The Principal allows for time during the school day once a week for Teachers to meet with one another to encourage collaborations and relationships within the school spectrum.
The Superintendent and Principal recognize the need to provide students with current technologies, there is a strong focus on ensuring each student has ample time on a computer and can navigate the technologies that are driving our world today.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2010 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient plus Advanced	73	70	39	53	74
Advanced	23	21	8	0	13
Number of students tested	26	47	36	30	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	68	66	39	52	74
Advanced	18	16	8	0	13
Number of students tested	22	32	36	29	38
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested		1		1	
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1	3	2	3	2
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	7	3			3
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	2	1	3	
6. American Indian					
Proficient plus Advanced	76	76	50	50	83
Advanced	29	24	14	0	14
Number of students tested	17	29	22	18	29
NOTES: The state test was realigned for the 2008-2009 school year.					

12OK5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2010 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient plus Advanced	66	60	45	63	72
Advanced	8	0	3	0	3
Number of students tested	26	47	36	35	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	60	59	45	61	72
Advanced	5	0	3	0	3
Number of students tested	22	32	36	33	36
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested		2		1	
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1	3	2	3	2
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	7	2			1
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	2	1	3	
6. American Indian					
Proficient plus Advanced	65	61	55	40	82
Advanced	12	0	5	0	4
Number of students tested	17	28	22	20	27
NOTES: The OCCT was realigned for the 2008-2009 school year.					

12OK5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2010 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient plus Advanced	74	40	14	70	50
Advanced	30	6	0	3	0
Number of students tested	43	32	37	36	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	78	41	14	70	50
Advanced	28	8	0	3	0
Number of students tested	32	24	37	36	28
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested			1		
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1	1	4	2	3
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	4	4	1	2	1
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2		4	1	
6. American Indian					
Proficient plus Advanced	77	53	10	72	47
Advanced	27	11	0	4	0
Number of students tested	30	19	20	25	17
NOTES: The OCCT was realigned for the 2008-2009 school year.					

12OK5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2010 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient plus Advanced	69	50	22	92	82
Advanced	2	0	0	3	0
Number of students tested	43	32	37	35	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	72	38	22	94	82
Advanced	3	0	0	3	0
Number of students tested	32	24	37	35	28
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested			1		
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1	1	4	2	2
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	3	4	1	1	1
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2		4	1	
6. American Indian					
Proficient plus Advanced	66	53	15	96	94
Advanced	3	0	0	4	0
Number of students tested	30	19	20	24	17
NOTES:					

12OK5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2010 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient plus Advanced	55	41	40	76	47
Advanced	21	3	2	7	3
Number of students tested	29	37	45	29	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	56	40	40	76	47
Advanced	17	4	2	7	3
Number of students tested	18	25	45	29	32
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested		1			1
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested		4	3	1	3
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	5	2	1		3
5. English Language Learner Students					
Proficient plus Advanced				77	
Advanced				7	
Number of students tested	1	4	1	27	
6. American Indian					
Proficient plus Advanced	55	34	30	68	50
Advanced	22	5	0	0	0
Number of students tested	18	21	23	19	18
NOTES: The OCCT was realigned for the 2008-2009 school year.					

12OK5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2010 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient plus Advanced	66	47	58	82	56
Advanced	0	0	0	6	0
Number of students tested	29	36	45	33	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	56	50	58	82	56
Advanced	0	0	0	6	0
Number of students tested	18	24	45	33	32
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested		1			1
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested		3	3	3	3
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	3		2		3
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested		4	1	3	
6. American Indian					
Proficient plus Advanced	61	35	52	85	56
Advanced	0	0	0	5	0
Number of students tested	18	20	23	20	18
NOTES: The OCCT was realigned for the 2008-2009 school year.					

12OK5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2010 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient plus Advanced	58	47	40	64	64
Advanced	6	20	0	3	6
Number of students tested	31	44	30	38	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	65	33	40	64	64
Advanced	5	13	0	3	6
Number of students tested	20	30	30	36	31
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1	2			1
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested		2	3	3	2
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	4		3	2
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	4	1	3	1	
6. American Indian					
Proficient plus Advanced	52	49	44	70	56
Advanced	5	26	0	0	0
Number of students tested	19	31	16	10	16
NOTES: The OCCT was realigned for the 2008-2009 school year.					

12OK5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2010 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient plus Advanced	61	72	46	80	80
Advanced	0	2	3	3	7
Number of students tested	31	43	30	31	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	60	65	46	80	80
Advanced	0	3	3	3	7
Number of students tested	20	29	30	31	30
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1	2			1
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested		2	3	3	2
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	3	3		3	1
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	4	1	3	1	
6. American Indian					
Proficient plus Advanced	53	76	44	84	69
Advanced	0	3	6	17	6
Number of students tested	19	30	16	6	16
NOTES: The OCCT was realigned for the 2008-2009 school year.					

12OK5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient plus Advanced	65	50	33	65	59
Advanced	20	13	2	3	6
Number of students tested	129	160	148	133	129
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	68	45	33	65	59
Advanced	18	10	2	3	6
Number of students tested	92	111	148	130	129
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1	4	1	1	2
3. Hispanic or Latino Students					
Proficient plus Advanced		59	25		30
Advanced		9	0		10
Number of students tested	2	10	12	9	10
4. Special Education Students					
Proficient plus Advanced	33	53			
Advanced	11	23			
Number of students tested	18	13	2	5	9
5. English Language Learner Students					
Proficient plus Advanced				77	0
Advanced				5	0
Number of students tested	9	7	9	32	0
6.					
Proficient plus Advanced	66	54	33	65	62
Advanced	21	18	3	1	5
Number of students tested	84	100	81	72	80
NOTES:					

12OK5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient plus Advanced	65	58	43	79	72
Advanced	2	0	1	2	2
Number of students tested	129	158	148	134	126
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	63	53	43	79	72
Advanced	2	0	1	3	2
Number of students tested	92	109	148	132	126
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1	5	1	1	2
3. Hispanic or Latino Students					
Proficient plus Advanced			33	63	
Advanced			0	0	
Number of students tested	2	9	12	11	9
4. Special Education Students					
Proficient plus Advanced	25				
Advanced	0				
Number of students tested	16	9	3	4	6
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	8	7	9	8	0
6.					
Proficient plus Advanced	61	58	42	75	75
Advanced	3	0	2	4	2
Number of students tested	84	97	81	70	78
NOTES:					

12OK5